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ABSTRACT

The Volunteers for Refugee Self-Sufficiency (V-FoRSS) uses volunteers to meet the self-sufficiency needs of the refugee community in Phoenix, Arizona. The majority of the volunteers with V-FoRSS are home outreach tutors who provide English as a second language (ESL) and social adjustment skills instruction to adult Indochinese refugees. Classes are held twice a week for two hours in the homes of refugees who do not have access to existing adult ESL programs because of lack of transportation. There is much formal and informal social interaction among the refugee students and volunteers. This document contains the materials used in the V-FoRSS program. The report is organized in four parts. Part I provides general information about the program, while Part II contains the letters, forms, and documents used to conduct the program. Included in these forms are materials used to train volunteers, workshop agenda, volunteer files, and student files. The last two parts of the report consist of a copy of the program's newsletter and publicity releases. (KC)

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Volunteers for Refugee Self-Sufficiency

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Refugee Link Program
A Program of the Adult Basic Education Division, Phoenix Union High School District, Arizona

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V-FoRSS Fact Sheet

Start Date: March 3, 1981 Budget: $160,741 Staff: 6.5

The figures below indicate totals as of October 27, 1981.

Number of volunteers trained	147
Number of students who have participated in program	285
Number of students who received instruction in life-coping skills	285
Number of students who received ESL instruction	285
Number of students who received bilingual vocational training	50
Number of students who obtained employment	35
Number of students who obtained better employment	3
Number of students who were removed from public assistance	43

VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY

As the name implies, the main thrust of the program is the utilization of volunteer manpower to meet the self-sufficiency needs of the refugee community.

The majority of the volunteers with Volunteers for Refugee Self-Sufficiency (V-FoRSS) are home outreach tutors who provide English as a Second Language (ESL) and Social Adjustment Skills instruction to adult Indochinese refugees. Classes are held twice a week for two hours in the homes of refugees who don't have access to existing Adult ESL programs because of lack of transportation. The student receives four hours of English per week. However, quite often the volunteer spends upwards to eight hours a week with the student. The tutor acquaints the student with the community through planned field trips to supermarkets, department stores, libraries, museums, parks, and other locations of interest.

In addition to the field trips, there is much formal and informal social interaction among the refugee students and volunteers. In short, real freindships are established and mutual understanding is fostered.

In order to prepare the volunteer to teach, V-FoRSS conducts a twelve-hour orientation. During the orientation, the volunteer receives over seven hours of instruction in how to teach ESL to adult Indochinese refugees. The remainder of the orientation covers subjects such as cultural and language differences, the adult illiterate and literate learner, and what to expect in a home outreach class.

For maximum effectiveness, a team approach is utilized. The four ESL support specialists are divided into two training teams. The coordinator heads each team and is directly involved in all trainings. While Team A is conducting an orientation,

Team B is organizing theirs. When Team B is training, Team A is arranging class sites for the volunteers who have completed the orientation. This allows for efficient training and supervision of volunteers.

After the orientation, the volunteers are assigned a class by the ESL support specialist. The support specialist accompanies the volunteer to the first class and conducts a demonstration lesson. Along with the class assignment, the volunteer receives his/her student's test scores and guidance as to where to begin instruction.

Volunteer support continues after the initial demonstration lesson. Bi-weekly telephone contacts, monthly rap sessions, and periodic site visits provide the framework for maximum quality instruction.

Quality instruction has always been an issue among adult educators, especially when a program utilizes volunteers. To monitor the student's progress, a three-month evaluation is given by the support specialist. The three-month evaluation is compared with the test score from the evaluation given upon registration. This information is shared with both the student and the volunteer.

V-FoRSS also requires its volunteers to turn in monthly attendance sheets and human interest stories and maintain a survival skills checklist on each student. This provides the program with a good picture of what is occurring in the home outreach classes on an ongoing basis.

Even a good training and support program does not assure an effective volunteer program. Obviously, volunteers need to be recruited. V-FoRSS has recruited volunteers through flier distribution, radio announcements, television coverage, presentations at educational institutions, and advertisements in various newspaper publications.

After the initial contact has been made, the volunteer receives a packet. Included in the packet is a volunteer information form that is used in determining whether or not the applicant qualifies for a volunteer position. The criteria is the applicant's availability and commitment to work at least four hours a week for a period of three months.

V-FoRSS provides the volunteer with a job description of V-FoRSS's responsibilities to the volunteers, and a description of the student's responsibilities to the volunteer teacher and V-FoRSS. This provides the volunteer with a supportive framework and ultimately improves the services provided.

In another effort to provide a framework for the volunteer, V-FoRSS loans the tutor a set of the Delta System Modulearn Series. V-FoRSS also provides the volunteer with a list of program-developed expansion activities for each lesson in the Delta materials. This frees the volunteer to spend his/her energies on creativity instead of spending hours wondering what should be taught.

The majority of V-FoRSS volunteers are home outreach tutors with classes ranging in size from one to five students. However, V-FoRSS has worked very closely with the Indochinese LINK Program and has placed several volunteers at LINK community classes, where up to fifteen students may attend each class.

In another cooperative effort with the LINK Program, V-FoRSS has recruited four volunteers from the private sector to conduct a bilingual electronic assembly training course in Laotian and Vietnamese. The volunteers provide the vocational training, and a teacher form the LINK Program provides vocational English instruction. Fifty Indochinese have participated in this special training.

In order to keep all of the volunteers abreast of what's

occurring within V-FoRSS, a monthly newsletter is sent to them. The newsletter contains information about teaching, Indochinese cultures, volunteer human interest stories, and program updates.

The home outreach, community class, and vocational volunteers receive a certificate of achievement for successfully completing the training program and providing service to the Indochinese refugee community.

V-FoRSS has surpassed its proposed twelve-month goal of recruiting and training 120 volunteers and providing English and social adjustment skills instruction to 240 adult Indochinese refugees. This has been accomplished in eight months. Many factors have assisted V-FoRSS in obtaining this success. The following factors would also assure success of subsequent programs:

--The program design of two training teams has enabled V-FoRSS to coordinate simultaneous activities and thereby serve more refugees.

--The utilization of a three-member team in the volunteer orientation has proved invaluable in creating a myriad of ideas and approaches to learning while maintaining sensitivity to group dynamics and the specific needs of the volunteers.

--Emphasizing V-FoRSS's role of support and deemphasizing the program's supervisory role has maintained open lines of communication between the ESL support specialist and the volunteer. The simple choice of words "support specialist" in lieu of "supervisory teacher" has fostered the idea that V-FoRSS is designed to assist the volunteer in any way possible.

--Several forms have proved quite beneficial to program

effectiveness. The position description form, in particular, has been helpful in providing the volunteer with an awareness of what's expected of him/her. All of the forms have been designed to provide useful information to the volunteer or the program.

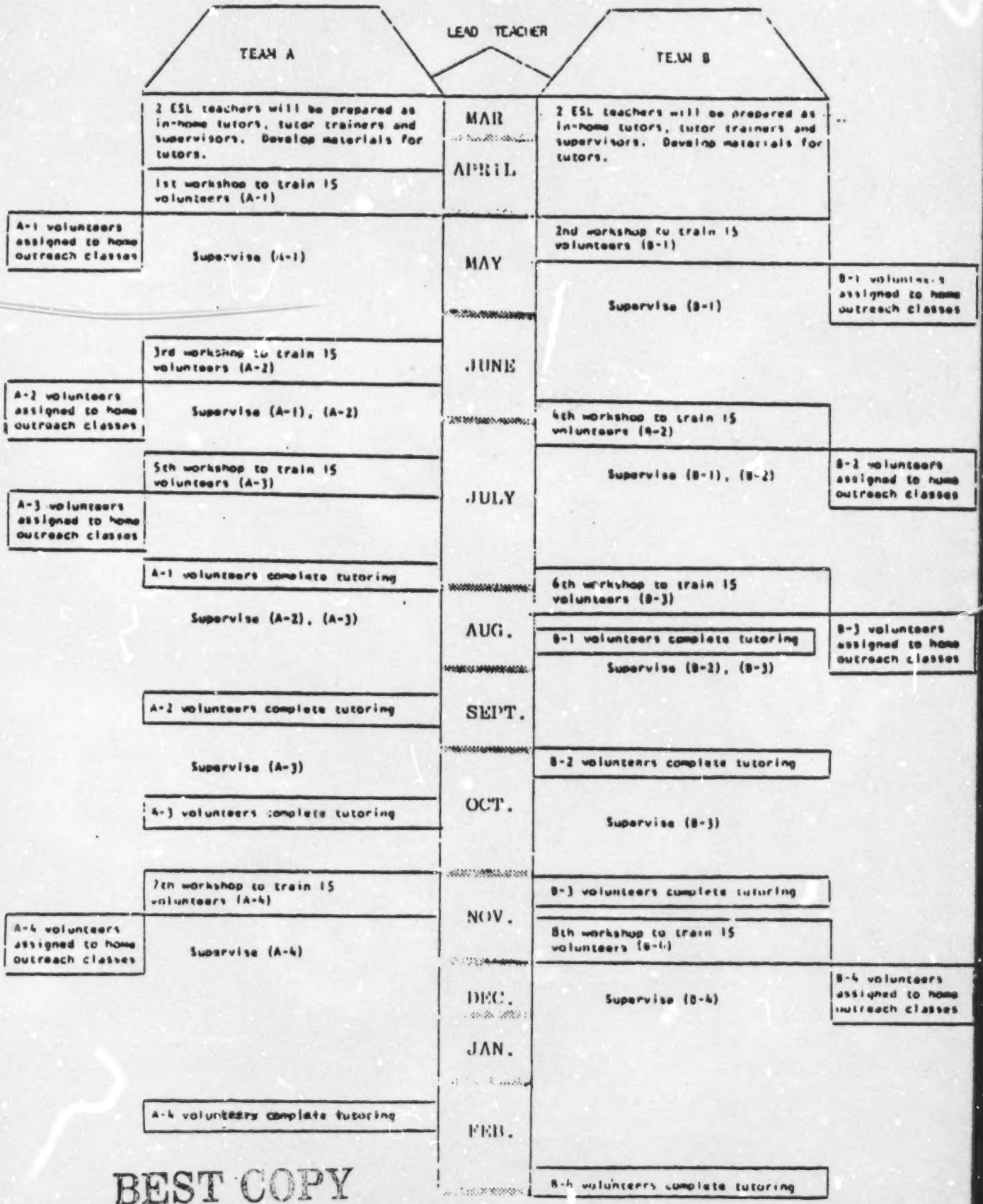
--Providing the volunteer with a set of ESL materials, visuals, expansion activities, and the Survival Skills checklist has established a sense of continuity in the English instruction.

--Developing the volunteer's sensitivity to the student's language and social adjustment needs has enabled the volunteer to effectively implement the ESL materials and develop their own when necessary.

--Cooperation with existing refugee service providers, manpower programs, vocational centers, voluntary agencies, media, local educational institutions, and private industry has enabled V-FoRSS to recruit, train, and supervise 147 volunteers and provide services to 285 adult Indochinese refugees.

--A mutual agreement among V-FoRSS staff members has created an ambience of support and cooperation. This cooperation has encouraged the implementation of various ideas from all staff members that has resulted in the improvement of the overall program. This factor must not be overlooked.

MANAGEMENT PLAN CHART


TEAM A
LEAD TEACHER
TEAM B
2 ESL teachers will be prepared as in-home tutors, tutor trainers and supervisors. Develop materials for tutors.
MAR
2 ESL teachers will be prepared as in-home tutors, tutor trainers and supervisors. Develop materials for tutors.
1st workshop to train 15 volunteers (A-1)
APRIL
A-1 volunteers assigned to home outreach classes
Supervise (A-1)
MAY
2nd workshop to train 15 volunteers (B-1)
Supervise (B-1)
B-1 volunteers assigned to home outreach classes
3rd workshop to train 15 volunteers (A-2)
JUNE
A-2 volunteers assigned to home outreach classes
Supervise (A-1), (A-2)
4th workshop to train 15 volunteers (B-2)
5th workshop to train 15 volunteers (A-3)
JULY
Supervise (B-1), (B-2)
B-2 volunteers assigned to home outreach classes
A-3 volunteers assigned to home outreach classes
A-1 volunteers complete tutoring
6th workshop to train 15 volunteers (B-3)
Supervise (A-2), (A-3)
AUG.
B-1 volunteers complete tutoring
B-3 volunteers assigned to home outreach classes
Supervise (B-2), (B-3)
A-2 volunteers complete tutoring
SEPT.
Supervise (A-3)
B-2 volunteers complete tutoring
A-3 volunteers complete tutoring
OCT.
Supervise (B-3)
7th workshop to train 15 volunteers (A-4)
B-3 volunteers complete tutoring
NOV.
A-4 volunteers assigned to home outreach classes
Supervise (A-4)
8th workshop to train 15 volunteers (B-4)
DEC.
Supervise (B-4)
B-4 volunteers assigned to home outreach classes
JAN.
A-4 volunteers complete tutoring
FEB.
B-4 volunteers complete tutoring

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Pages 8-13 were removed to preserve confidentiality

VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY
Adult Basic Education Division
Phoenix Union High School District
415 East Grant Street
Phoenix, Arizona 85004

David A. Whitehorn: Coordinator
PHONE: 257-3702

Dear Potential Volunteer:

The Volunteers for Refugee Self-Sufficiency (V-FoRSS) program is accepting applications for the Volunteer Training Workshop to be held on October 20th, 22nd, 27th and 29th from 6:30 to 9:00 p.m. at the District Service Office at 415 East Grant Street in Phoenix. Another session will be held Saturday, October 31, 1981 from 9:00 to 11:30 a.m. Attendance to all five sessions is mandatory. If you wish to receive this valuable training, please read the enclosed Volunteer Information Form and return it by Wednesday, October 14, 1981. We will confirm the above dates by phone or mail after we receive your information form.

I am very much looking forward to meeting and working with you in a mutual effort to serve the Indochinese Refugee Community.

Sincerely,

David A. Whitehorn; Coordinator

DAW: gkj

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Learning English At Home

IS THE FIRST BIG STEP TOWARD PERMANENT SELF-RELIANCE FOR THE INDOCHINESE REFUGEE NEW TO THE VALLEY.

Have you been thinking you'd like to do SOMETHING to help the Indochinese Refugees but don't know just what or how? Would you like to acquire a skill, learn about Indochinese cultures and help people in the process? The Volunteers for Refugee Self-Sufficiency Program (V-FoRSS) is now training volunteers to teach English-as-a-Second Language to Vietnamese, Cambodian and Laotian refugees who are resettling in the Phoenix area. If you would like to learn how to help these people learn English, and are able to give four (4) hours a week of your time for three (3) months, please call V-FoRSS and add your name to the growing list of volunteers who would like to receive this training and be of help. KNOWLEDGE OF A FOREIGN LANGUAGE OR PREVIOUS TEACHING EXPERIENCE ARE NOT REQUIREMENTS; SENSITIVITY TOWARD AND TOLERANCE OF CULTURAL DIFFERENCES ARE.

For more information, call 257-6348 and ask for

DAVID WHITEHORN.

V-FoRSS is a federally funded program under the direction of the Adult Basic Education Division of the Phoenix Union High School District.

COMMONLY ASKED QUESTIONS ABOUT VOLUNTEERING

FOR THE VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY PROGRAM

Q. Do I need to speak another language to tutor?

A. No, we have many texts, materials and visual aides that will assist you in teaching English. It will also surprise you what can be done with gestures and acting. Sometimes it is an actual disadvantage to know the student's language because you both tend to lapse into that language. Generally, information that is merely translated is not remembered as well as when one sees a picture, struggles to get a meaning, or learns to use a word or structure in context.

Q. How do I know what to do?

A. You will participate in four training sessions to aquaint you with the basics of teaching ESL to adults. V-FoRSS staff will be on call to assist you when problems arise and will also visit you at your teaching site. In addition, monthly "rap" sessions will be held to exchange ideas and gain new teaching ideas and techniques.

Q. Who are the students?

A. The students you will be helping are all adult Indochinese (Vietnamese, Cambodian, Laotian) refugees from war-torn Southeast Asia. Educational backgrounds range from complete illiteracy in both the native language and English to those who are well educated and may even hold graduate degrees in their native country, and whose needs are, of course, very different. In between the two extremes is a wide spectrum of capabilities. Most of the students lie somewhere along this spectrum between these two extremes. English conversational abilities range from total non-speakers to those who speak quite well but wish to expand their vocabulary and understanding of American idiomatic expression.

Q. When am I needed?

A. Volunteers are needed at all times of the day and evening. from 9:00 a.m. to

9:00 p.m. Monday through Friday. A minimum of three months commitment of two two-hour sessions per week are required.

Q. Do I need to have my own transportation?

A. Yes, reliable transportation is essential for V-FoRSS volunteers.

Q. How will I know if I am doing a good job?

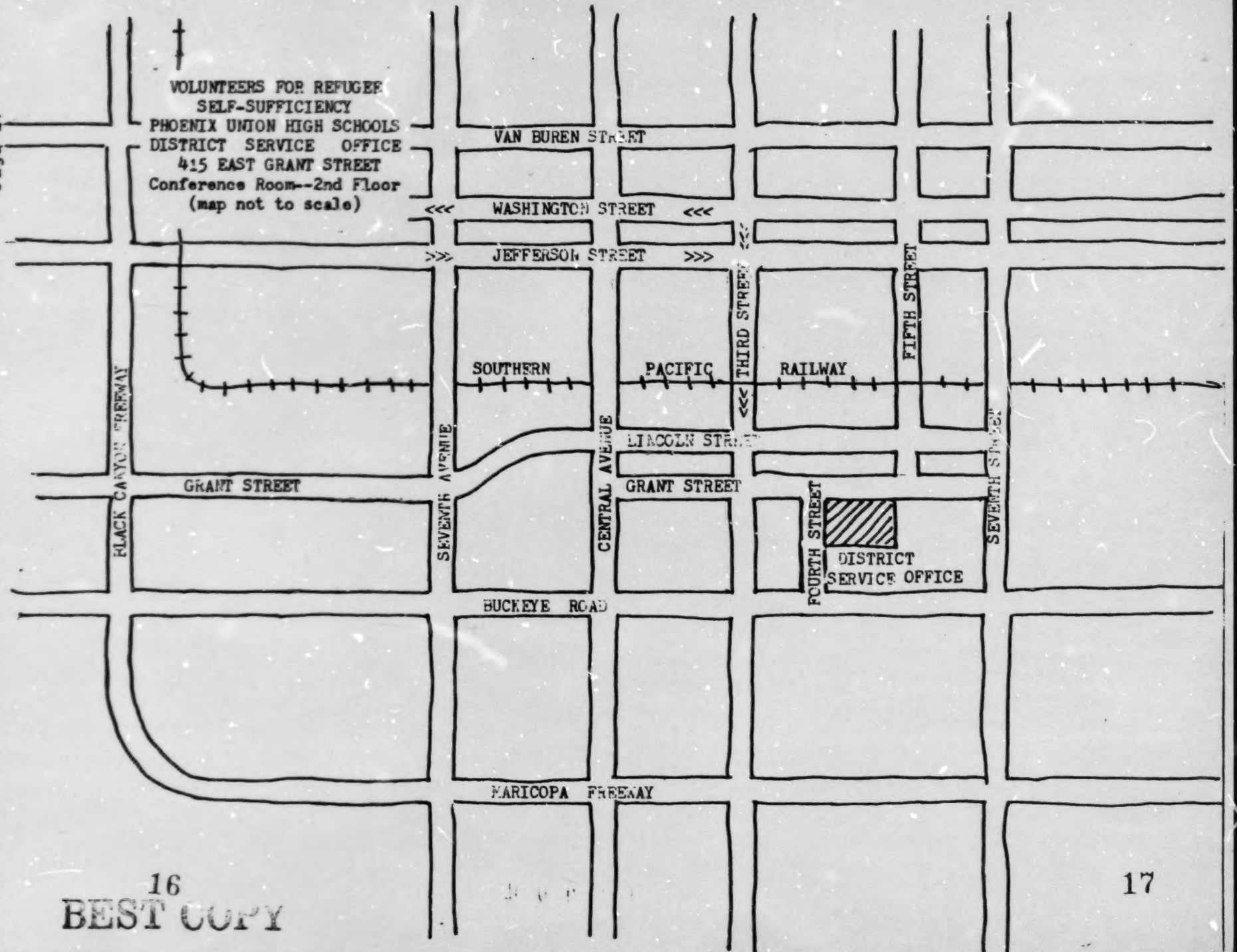
A. The staff will give assistance and suggestions whenever you ask or it seems to us appropriate. A V-FoRSS staff instructor will be assigned to you and will observe and work with you at your teaching site from time to time. Monthly "rap" sessions will be held where you will have the opportunity to share your experiences tutoring with other tutors and the V-FoRSS staff. After several weeks of tutoring we will do an evaluation of your tutoring, stressing such things as personal sensitivity and ability to use correctly a variety of materials. In return, we will ask that you fill out an evaluation of us and the program. We are aiming for an exchange of constructive criticism and suggestions.

Q. Does V-FoRSS offer other things besides ESL classes?

A. Yes, V-FoRSS offers social adjustment skills instruction which, combined with ESL instruction, enables the refugee to become self-reliant as quickly as possible.

Q. Who sponsors this program?

A. The Volunteers for Refugee Self-Sufficiency Program is sponsored by the Phoenix Union High School District, with all paid staff under the direction of the Adult Basic Education Division. Money for the program comes from the Federal Department of Education. V-FoRSS works closely with the Adult Refugee LINK program which is also sponsored by the Phoenix Union High School District. LINK provides ESL classes for those refugees who have transportation and need improved ESL skills for work. The primary purpose of V-FoRSS is to provide ESL classes and social adjustment skills to those refugees who have recently arrived in the United States or are geographically isolated and unable to attend a LINK class.


VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY
PHOENIX UNION HIGH SCHOOLS DISTRICT SERVICE OFFICE
415 EAST GRANT STREET
Conference Room--2nd Floor
(map not to scale)
VAN BUREN STREET
WASHINGTON STREET
JEFFERSON STREET
SOUTHERN PACIFIC RAILWAY
THIRD STREET
FIFTH STREET
SEVENTH AVENUE
CENTRAL AVENUE
LINCOLN STREET
GRANT STREET
GRANT STREET
BLACK CANYON FREEWAY
FOURTH STREET
SEVENTH STREET
DISTRICT SERVICE OFFICE
BUCKEYE ROAD
MARICOPA FREEWAY

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VOLUNTEER PHONE LOG

Date_____Initials_____

Name_____

Address_____

City_____Zip_____

Phone_____

Referred by_____

☐ Send____packet(s):Mailed_____

☐ Confirmed for next workshop

☐ Wants to visit office

Date of workshop_____

Comments:

VOLUNTEER PHONE LOG

Date_____Initials_____

Name_____

Address_____

City_____Zip_____

Phone_____

Referred by_____

☐ Send____packet(s):Mailed_____

☐ Confirmed for next workshop

☐ Wants to visit office

Date of workshop_____

Comments:

VOLUNTEER PHONE LOG

Date_____Initials_____

Name_____

Address_____

City_____Zip_____

Phone_____

Referred by_____

☐ Send____packet(s):Mailed_____

☐ Confirmed for next workshop

☐ Wants to visit office

Date of workshop_____

Comments:

VOLUNTEER PHONE LOG

Date_____Initials_____

Name_____

Address_____

City_____Zip_____

Phone_____

Referred by_____

☐ Send____packet(s):Mailed_____

☐ Confirmed for next workshop

☐ Wants to visit office

Date of workshop_____

Comments:

Help! For some reason, we haven't received October's attendance report from your site. For any classes in which all students were in attendance and which lasted two hours, simply circle the date on the calendar below. For other classes, give the date, length of class, and the student numbers of those in attendance.

OCTOBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Date	Hours	Student numbers

Sign here _____

Thank you.

POSTCARD

V-FORSS/ABE/PUHSD
415 East Grant Street
Phoenix, Arizona 85004

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Volunteers for Refugee Self-Sufficiency
415 East Grant Street Phoenix, Arizona 85004

Volunteer _____

Phoenix Union High School District
Valle Arroyo _____

CLASS ASSIGNMENT FORM

V-FORSS/ABE/PUHSD

Site _____

Address _____ Telephone _____

Classdays _____ Time _____

Students _____

NOTES _____

Volunteer / Teacher _____

Support ESL Specialist _____

Telephone Office 257-3702 Home _____

O=CIRCLE hours if this was a fieldtrip

VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY MONTH 81

VOLUNTEER TUTOR:

SUPPORT SPECIALIST:

Page 20

NAME	Grp. #	Stu. #	DATE					TOTAL HOURS

Volunteers for Refugee Self-Sufficiency 1981

HUMAN INTEREST STORY

DATE:_____

TUTOR:_____

AGENDA

Session I	October 20, 1981
I. WELCOME TO V-FoRSS	DAVID WHITEHORN
II. ORIENTATION TO V-FoRSS	DAVID WHITEHORN
III. ROLES OF VOLUNTEERS AND V-FoRSS STAFF	NANCY JAMIESON
IV. REFUGEE ROOTS AND ROUTES	TERRY TRYON
V. THE RESTLESS WAVE	FILM

** B R E A K **

VI. LET'S LEARN VIETNAMESE	LAN WHEELER
VII. CULTURAL DIFFERENCES	LAN WHEELER

AGENDA

Session II	October 22, 1981
Perspectives from a Volunteer	Georgia Nickele
What to Expect in a Home Outreach Class	Nancy Jamieson
A Demonstration Lesson	Lorraine Shuck
Observation and Discussion of Lesson	Group

* * * B R E A K * * *

Introduction to Delta Materials	Terry Tryon
Hands-on Lesson Planning	Terry Tryon

AGENDA

Session III	October 27, 1981
Hands-on Lesson Planning	Terry Tryon
Survival English--What is it?	Nancy Jamieson
Class Activities	
Chain Drill	Nancy Jamieson
Repetition Drill	David Whitehorn
Identification Drill	Terry Tryon
Response Drill	Nancy Jamieson
Substution Drill	Terry Tryon
Gestures	Terry Tryon
The Adult Learner	David Whitehorn
The Illiterate and Literate Learner	David Whitehorn

Assignment for Session IV: Select and bring pictures from magazines that you feel would be good to elicit language from your students.

AGENDA

Session IV	October 29, 1981
How to Use Visuals	Terry Tryon
Dialogues	David Whitehorn
Reading and Writing	Nancy Jamieson
Expansion Activities	Terry Tryon

* * * B R E A K * * *

Language Differences	David Whitehorn
Pronunciation	Terry Tryon
Let's Plan a Lesson!	Nancy Jamieson

AGENDA

Session V: 3, 2, 1, LIFTOFF!	October 31, 1981
Let's Teach!!	Group
Forms, Forms, and More Forms	David Whitehorn
Evaluations	David Whitehorn
Class Assignments	Nancy Jamieson Terry Tryon

V-FoRSS/ABE/PUHSD

PARTICIPANT EVALUATION

Evaluate the following aspects of the training sessions using these criteria:

Clarity: Were the presenters clear in their presentations?

Information: Did you acquire a general understanding of the material presented and ways of using the material?

Responsiveness: Were all of your questions answered?

ORIENTATION TO INDOCHINESE CULTURE

clarity _____ *information* _____ *responsiveness* _____

WHAT TO EXPECT IN A HOME OUTREACH CLASS

clarity _____ *information* _____ *responsiveness* _____

TEACHING E. S. L. FOR SELF-SUFFICIENCY

clarity _____ *information* _____ *responsiveness* _____

PRONUNCIATION / LANGUAGE DIFFERENCES

clarity _____ *information* _____ *responsiveness* _____

VISUALS AND OTHER AIDS

clarity _____ *information* _____ *responsiveness* _____

DELTA SYSTEMS E. S. L. MATERIALS

clarity _____ *information* _____ *responsiveness* _____

LESSON PLANNING

clarity _____ *information* _____ *responsiveness* _____

Do you feel prepared to begin your tutoring experience? _____

_____

_____

_____

What suggestions do you have to help us plan a more effective orientation in the future?

_____

_____

_____

_____

_____

Comments:

_____

_____

_____

ROLE OF THE ESL SUPPORT SPECIALISTS

PROVIDE ESL AND CULTURAL TRAINING

During the twelve and a half hours of training, the ESL specialists will provide instruction and demonstrations of approaches used in the teaching of English as a Second Language (ESL). Additionally, they will provide cultural information and insights on the peoples of Southeast Asia, their behavior, traditions, and a brief summation of recent Indochinese history. They will show films, present slides, amd provide printed handouts giving cross-cultural information and an orientation of what to expect in a home outreach class.

ASSIGN CLASS SITES

After the orientation, the support specialists assign classes that are geographically convenient to the teacher at the specific time requested by the volunteer. All attempts are made to fulfill the needs of the students and the desires of the volunteers when assignments are given.

INTRODUCE THE TEACHER TO THE STUDENT

The first class meeting with the student and the volunteer is arranged by the support specialist who accompanies the volunteer to the class and introduces him/her to the student. This is a time for teacher and students to get acquainted briefly.

GIVE PLACEMENT TEST

An English language assessment test is given at or before the initial class visit. It is used as a placement test for the teachers to determine at what level to begin English instruction. (At the end of three months of instruction, the assessment test is given again and progress is checked.)

GIVE A DEMONSTRATION LESSON

At the second class meeting, the ESL support specialist gives a complete two-hour demonstration lesson in which the volunteer teacher is encouraged to participate and teach. Following the demonstration lesson, the support specialist and the volunteer teacher discuss the direction the class should take and any particular language problems noticed during the demonstration lesson.

SUPPORT AND ENCOURAGE THE VOLUNTEERS THROUGH REGULAR TELEPHONE CONTACT AND PERIODIC SITE VISITS

The ESL support specialist will call the volunteer on a bi-weekly basis. Supportive contact is made in order to address any problems that may arise. The ESL support specialist is available upon request to give teaching suggestions, lesson materials, field trip management tips, guidance, and moral support in an effort to achieve refugee self-sufficiency. After the class has been set up, monthly site visits are made by the ESL support specialist. Observations and discussions follow the site visit.

BEST COPY

VOLUNTEER INFORMATION FORM

NAME_____ TELEPHONE #_____

ADDRESS_____ CITY & ZIP_____

OCCUPATION_____ WORK ADDRESS_____

DATE OF BIRTH_____ PHONE_____

EDUCATION: 8 9 10 11 12; college 1 2 3 4 5 6 other_____

Circle highest grade completed and specify area of study or training.

VOLUNTEER EXPERIENCE_____

_____

WORK EXPERIENCE_____

_____

_____

INTERESTS, HOBBIES, TRAVEL_____

_____

_____

HOW DID YOU HEAR ABOUT THE V-FoRSS PROGRAM?_____

Have you studied another language?_____

Which?_____

How would you rate your speaking ability? GOOD___FAIR___POOR___

Times at which it would be possible for you to tutor--days and times of day(If more than one time block, please number according to preference._____

_____

DO NOT WRITE BELOW THIS LINE

POSITION ASSIGNED_____

DAYS_____ HOURS_____

COMMENTS_____

_____

_____

INTERVIEWER_____ DATE_____

VOLUNTEER LOG

Volunteer Teacher _____

Volunteer Phone (Home) _____ (Work) _____

Site _____ Students _____ / _____

_____ / _____

_____ / _____

_____ / _____

_____ / _____

First class _____ Last class _____

Support ESL Specialist _____

Student Attendance Sheets		Human Interest Stories	
Month	Date submitted	Month	Date submitted
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Contacts with Volunteer

Date	Nature*	Comments
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*Phone call P, Site Visit SV, Meeting M.

POSITION DESCRIPTION

POSITION TITLE: ESL TUTOR

PLACEMENT: V-FoRSS home tutorial situation

PROGRAM OBJECTIVE: to assist persons for whom English is a second language in learning or improving their English language skills - listening, speaking, reading and writing, (in that order) - so that the student can function more fully in the community.

TIME COMMITTMENT: 4 hours weekly minimum teaching time, spread over at least 2 days.

RESPONSIBLE TO: V-FoRSS program coordinator or ESL instructor - to be assigned.

POSITION RESPONSIBILITIES:

*** To become familiar with and learn to correctly use basic texts and materials by participating in 12 hours of intial ESL Orientation and reading materials given out at training sessions. In addition, a training and problem solving session will be given once a month. All tutors will be expected to attend.

*** To tutor non-English speaking adults in English-as-a-Second-Language, in their homes or at other suitable sites.

*** To be reliable and on time on regularly scheduled days. (Four hours minimum per week.) Give as much notice as possible if you are unable to meet with your class and arrange a mutually satisfactory time for a make-up session.

*** Carry out a lesson plan prepared by you; consult V-FoRSS staff if there are any questions about your plan or materials.

*** Conscientiously keep records of your student's progress at the end of each tutoring session, and also of his/her attendance as well as any "field trips."

*** Keep V-FoRSS staff informed on any developments which call for assistance beyond the duties to which you have agreed.

I have read and understand the above and agree to conscientiously carry out the responsibilities as described.

X_____

V-FoRSS/ABE/PUHSD/81

AGREEMENT AND ASSURANCE

The undersigned hereby states that:

1. He/she has volunteered to tutor English as a Second Language under the direction and guidance of the Volunteers for Refugee Self-Sufficiency (V-FoRSS) program.
2. He/she understands that all acts of assistance will be performed **without** financial compensation.
3. The specific activity to which this agreement applies is described as follows:

_____

_____

The period covered will be from _____ _____
(Hour) (Date)

to _____ _____
(Hour) (Date)

4. In the event that I may provide transportation in my personally owned vehicle, I hereby assure the Phoenix Union High School District that my vehicle is currently insured with _____ _____ and has overage limits of _____ _____/_____

Signed by: _____ Date _____

REGISTRATION FORM

DATE _____

NAME _____ NATIONALITY _____
LAST FIRST

ADDRESS _____ AZ. _____
STREET APT. CITY ZIP

TELEPHONE _____ SEX ___ MARITAL STATUS ___ No. OF PERSONS IN HOUSEHOLD _____

DATE OF BIRTH _____ SOCIAL SECURITY No. _____
MONTH DAY YEAR

ALIEN REGISTRATION No. (ON I-94) _____

COUNTRY OF ORIGIN _____ LENGTH OF TIME IN U.S. _____

No. OF YEARS IN SCHOOL: (IN U.S.) _____ (OUTSIDE OF U.S.) _____

PREVIOUS ENGLISH EXPERIENCE _____

LANGUAGE(S) SPOKEN _____

LANGUAGE NEEDS:

- ☐ Learn to read English
- ☐ Learn to speak English
- ☐ Learn to write English
- ☐ Learn English alphabet
- ☐ Improve English writing
- ☐ Improve English speaking

SOCIAL ADJUSTMENT NEEDS:

- ☐ Consumer economics
- ☐ Community Resources
- ☐ Health
- ☐ Occupational knowledge

EMPLOYMENT STATUS:

- ☐ Unemployed and not seeking employment
- ☐ Unemployed and seeking pre-vocational English
- ☐ Unemployed and seeking work
- ☐ Employed _____
- ☐ Employed and seeking change in employment
- ☐ Employed and seeking advancement
- ☐ Currently enrolled in college or training program _____

SPONSORING AGENCY _____

SPONSOR _____ TELEPHONE _____

REFERRED BY _____

WRAT _____ SITE _____

E.S.L. ORAL ASSESSMENT _____ E.S.L. SPECIALIST _____

OTHER _____ VOLUNTEER TUTOR _____

E.S.L. PLACEMENT _____ CLASSDAYS/TIMES _____

TESTER _____ DATE OF FIRST CLASS _____

PARTICIPANT'S VOCATIONAL TRAINING AND WORK HISTORY: _____

_____

_____

_____

PARTICIPANT'S SHORT RANGE GOALS: _____

_____

_____

_____

PARTICIPANT'S LONG RANGE GOALS: _____

_____

_____

_____

PLAN OF ACTION:

SHORT TERM: _____

_____

_____

_____

LONG TERM: _____

_____

_____

_____

REFERRED TO: _____ DATE: _____

PARTICIPANT'S VOCATIONAL TRAINING AND WORK HISTORY: _____

_____

_____

_____

PARTICIPANT'S SHORT RANGE GOALS: _____

_____

_____

_____

PARTICIPANT'S LONG RANGE GOALS: _____

_____

_____

_____

PLAN OF ACTION:

SHORT TERM: _____

_____

_____

_____

LONG TERM: _____

_____

_____

_____

REFERRED TO: _____ DATE: _____

ESL ORAL ASSESSMENT

Student's Name_____ Nationality_____

Evaluator's Name_____ Date_____ ESL Level_____

	Complete	Incomplete	Incorrect	
Pre-beginning				
1. What's your name?				
2. What's this? (Point to a table, pen, etc.)				
3. What color is_____? (Point to something.)				
4. What time is it?				
5. Are you married?				
Beginning				
6. What is (he/she) doing? (Point to person)				
7. What's your address?				
8. Do you work?				
9. What language do you speak?				
10. What did you eat for dinner last night?				
Post-beginning				
11. When were you born?				
12. Do you like to go to the movies?				
13. What time did you get up this morning?				
14. Which book is smaller, the___one or the___one?				
15. How long have you been in the United States?				
Intermediate				
16. What T.V. programs do you like to watch?				
17. Why do you want to learn English?				
18. How are you going to get to school?				
19. How many years did you go to school in (native country)?				
20. Do you have any other relatives in the U.S.?				
Advanced (student should give at least a three-sentence answer)				
21. Have you ever studied English before?				
22. What would you do if you won $10,000?				
23. How was this class recommended to you?				
24. How do you think studying English will help you?				
25. Where would you most like to spend a two-week vacation? Why? (Use your imagination.)				

B-1	0-14
B-11	15-29
B-111	30-44
Int.	45-59
Adv.	60-74

Points _____ _____ _____ _____

Total Points _____

Grade Equivalent _____

Comments:_____

Volunteers for Refugee Self-Sufficiency 1981

STUDENT AGREEMENT

A V-FoRSS teacher will come to your home to teach you English for three months. After three months, your situation will be reevaluated, and you may receive an extension for up to another three months. In order that we can teach you, we require that you agree to the following terms:

ATTENDANCE

You are expected to be at home and ready for class when your teacher arrives, and to participate fully in the class for the whole class period.

ENVIRONMENT

Noise and children can sometimes disrupt learning in a classroom. Parents should provide for care for young children during the class; tv's, radios, and tape recorders should be turned off or the class moved to another room.

VISITORS

Friends should be advised of class times and encouraged to come at other times.

I/we have read the above and agree to meet the requirements.

Date

Signed,

Represent by:

THỎA-ƯỚC GIỮA CHƯƠNG TRÌNH DẠY HỌC ANH-NGỮ Volunteers for Refugee Self-Sufficiency VÀ HỌC VIÊN

Giáo sư thuộc chương trình V-FoRSS sẽ đến dạy Anh Văn tại nhà quí vị trong khoảng ba tháng. Sau ba tháng trên, tuỳ theo trình độ Anh Văn và hoàn cảnh riêng của từng học viên lớp học có thể được tiếp tục thêm ba tháng nữa. Để giúp chúng tôi dễ dàng trong việc dạy học, xin quí vị vui lòng tuân theo những điểm sau đây:

HIỆN-DIỆN TRONG LỚP HỌC

Tất cả học viên nên có mặt và sẵn sàng tham dự lớp học khi giáo sư đến lớp; trừ trường hợp khẩn cấp, yêu cầu học viên hiện diện suốt thời gian lớp học.

KHUNG CẢNH LỚP HỌC

Tiếng động và trẻ con đôi khi có thể làm ngăn trở sự chú tâm trong việc học cũng như dạy học; yêu cầu học viên tìm cách giữ cho trẻ nhỏ khỏi quấy phá trong thời gian lớp học; ti-vi, radio, hay máy hát nên được tắt trong thời gian học hoặc lớp học sẽ được dời sang phòng khác.

KHÁCH VIẾNG THĂM

Bạn bè hoặc người quen của gia đình học viên nên được báo cho biết giờ giấc lớp học và đến thăm vào dịp khác

Tôi/chúng tôi đã đọc những điểm trên đây và bằng lòng tuân theo những điều kiện trên.

Ký tên,

Ngày

Sự Miêu Tả

TEACHER: GROUP

LEVEL: BEGINNING ☐ INTERMEDIATE ☐ ADVANCED ☐

CHECKLIST OF OBJECTIVES ACHIEVED

GOAL I - CONSUMER ECONOMICS

Objective 1 - VOCABULARY BUILDING ☐

Objective 2 - COINS AND CURRENCY ☐

1. Name of coins and bills ☐
2. Making change ☐
3. Requesting change ☐

Objective 3 - WEIGHTS AND MEASURES ☐

1. Linear ☐
2. Weight ☐
3. Liquid ☐

Objective 4 - SALES TAX ☐

Objective 5 - BANKING ☐

1. Checking ☐
2. Savings ☐
3. Bank Cards ☐
4. Money Orders ☐
5. Other ☐

Objective 6 - CREDIT BUYING ☐

1. Store charge card ☐
2. Lay-a-way ☐
3. 30 and 90 day plans ☐

Objective 7 - ADVERTISING GIMMICKS ☐

1. Door to door sales ☐
2. Telephone sales ☐

Objective 8 - RESTAURANTS ☐

1. Basic food vocabulary ☐
2. Breakfast ☐
3. Lunch ☐
4. Dinner ☐
5. Tip ☐

Objective 9 - GROCERY SHOPPING ☐

1. Basic food vocabulary ☐
2. Grocery store layout ☐
3. Basic grocery store services ☐

Objective 10 - HOUSING ☐

1. Want ads ☐
2. Real Estate & Rental Agencies ☐
3. Role play seeking housing ☐
4. Negotiating housing ☐
5. Understand rental tax ☐
6. Requesting utilities ☐
7. Water, gas, electricity ☐
8. Requesting phone service ☐
9. Requesting phone repairs ☐
10. Requesting household repairs ☐
11. Understanding household bills ☐

Objective 11 - CARS ☐

1. New/used cars ☐
2. Yellow pages ☐
3. Want ads ☐
4. Purchasing vocabulary ☐
5. Role play buying a car ☐
6. Maintenance vocabulary ☐
7. Role play ful-service gas ☐

GOAL II - COMMUNITY RESOURCES

Objective 1 - SUMMER RECREATION PROGRAMS ☐

1. City Recreation Program ☐
2. Parks ☐
3. Libraries ☐
4. Museums ☐
5. Schools ☐
6. YMCA, YWCA ☐
7. Church programs ☐
8. Transportation, schedule and fare ☐

Objective 2 - TRANSPORTATION VOCABULARY ☐

1. Modes of transportation ☐
2. Traffic signs ☐

Objective 3 - TRANSPORTATION SCHEDULE & FARES

1. Bus schedules
2. Bus fares
3. Plane schedules
4. Plane fares

Objective 4 - INFORMATION FACILITIES

1. Telephone Directory
2. Requesting information by telephone

Objective 5 - MAPS

1. Directions
2. Map of Phoenix
3. Arizona state map

Objective 6 - OVERNIGHT ACCOMODATION RESERVATION

1. Requesting a room
2. Requesting a room by phone

GOAL III - HEALTH

Objective 1 - VOCABULARY BUILDING

1. Body
2. Face
3. Medical directions
4. Symptoms
5. Making a doctor appointment
6. Talking to a doctor
7. Dentist apointment
8. Talking to a dentist
9. Talking to a pharmacist
10. Medical labels

Objective 2 -REPORTING ABSENCE

1. Calling school
2. Calling employer
3. Note for school
4. Note for employer
5. Absence report

Objective 3 - MEDICAL/HEALTH SERVICES

1. Doctors
2. Dentists
3. Hospitals
4. Surgical center
5. County health center
6. Pharmacies

Objective 4 - EMERGENCY MEDICAL SITUATION

1. Ambulances
2. Poison Control
3. Operator
4. Fire Department

GOAL IV - OCCUPATIONAL KNOWLEDGE

Objective 1 - SOURCES OF JOB INFORMATION

1. Newspaper want ads
2. Job Services (DES)
3. Adult Indochinese Education Program
4. Catholic Charities
5. Lutheran Social Ministry
6. CETA & Manpower Programs
7. Employment Agencies

Objective 2 - JOB APPLICATION

1. Name and address
2. Phone number
3. Social security number
4. Alien number
5. Tucson Level I Information Form
6. Tucson Level II Information Form
7. Tucson Level III Information Form
8. Simple resume

Objective 3 - JOB INTERVIEW

1. Standard American interests, behavior and attitude
2. Telephone request
3. Employment interview

Objective 4 - EMPLOYMENT & UNEMPLOYMENT

1. Taxes
2. Social Security
3. Retirement
4. Insurance
5. Savings programs
6. Contracts
7. Unemployment insurance
8. Resignation procedure

OTHER

V-PORSS/ABE/PUHSD/81

SEPARATION FORM

Date_____

Last Name_____ First_____ Middle_____

I-94_____ Roll Number_____

Sponsor Agency_____ Instructor_____

Sponsor_____ Volunteer_____

Reason for Separation

1. ☐ Transferred to another Adult Education Program
2. ☐ Entered a CETA Program
3. ☐ Entered OIC Program
4. ☐ Entered another training program _____
5. ☐ Met personal objectives
6. ☐ Health problems
7. ☐ Transportation problems
8. ☐ Family problems
9. ☐ Child care problems
10. ☐ Time class is scheduled
11. ☐ Other reasons _____
12. ☐ Unknown reasons

Test at Separation

309 Oral Assessment_____

WRAT_____

Other_____

Level at Separation

1. ☐ Beginning literacy
2. ☐ Level I pre-beginning
3. ☐ Level II beginning
4. ☐ Level III post-beginning
5. ☐ Level IV intermediate
6. ☐ Level V advanced
7. ☐ GED preparation

Student Academic Success

1. ☐ Read English for first time
2. ☐ Wrote English for first time
3. ☐ Learned simple English conversation
4. ☐ Improved English conversation
5. ☐ Improved reading skills in English
6. ☐ Made progress with in ESL level
7. ☐ In process of taking GED tests
8. ☐ Received GED
9. ☐ Entered area college
10. ☐ Other _____

Student Personal Sucess

1. ☐ Learned to fill out alien registration
2. ☐ Learned to use bank cards
3. ☐ Got a driver's license
4. ☐ Got a job
5. ☐ Upgraded position
6. ☐ Changed occupation
7. ☐ Entered training program_____
8. ☐ Developed or improved consumer skills
9. ☐ Developed or improved pre-occupational skills
10. ☐ Developed initiative and self-assurance
11. ☐ Developed awareness of American customs and society
12. ☐ Helped children with school work
13. ☐ Applied for permanent resident alien status
14. ☐ Other_____

VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY
Adult Basic Education Division
Phoenix Union High School District
415 East Grant Street
Phoenix, Arizona 85004

David A. Whitehorn: Coordinator
PHONE: 257-3702

November 3, 1981

Dear Volunteer:

The next Rap Session will be held on Saturday, November 14 from 9:00 to 11:30 AM at the Adult Learning Center located at 525 North Seventh Street in Phoenix.

All participants will be given the opportunity to relate problems, successes, and discoveries in a mutual effort to better understand our students and improve the effectiveness of our teaching.

Linda Bacon, coordinator of the ESL Program of the Adult Education Division of the Phoenix Union High School District, will orient us to an approach to teaching English the Silent Way. She will provide us with insights about language learning and how those insights can be utilized in teaching.

We are very much looking forward to seeing you. As usual, juice, coffee, and donuts will be served.

Sincerely,

The V-FoRSS Staff

VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY
Adult Basic Education Division
Phoenix Union High School District
415 East Grant Street
Phoenix, Arizona 85004

David A. Whitehorn: Coordinator
PHONE: 257-3702

September 14, 1981

Dear

On behalf of the entire V-FoRSS staff and the Indo-chinese refugee communities, I'd like to thank you for giving so much of your time and energy towards building the bridge on the road to refugee self-sufficiency. Your efforts are well appreciated.

It is hoped that you have found the experience of teaching and assisting your students as fulfilling and beneficial as your students have. In order to ascertain what you have gained from this experience would you please be so kind as to answer the following questions candidly. The information obtained from you will be quite useful in improving our services to the volunteer, and the refugee community. Again, thank you for your cooperation.

Sincerely,

David A. Whitehorn

DAW: gkj

Did you find the twelve hour pre-service orientation helpful in preparing you for your teaching assignments? (Please explain your answer.)

How could the orientation be improved to be more beneficial to the volunteers?

Were the rap sessions helpful?

Do you have any suggestions to improve the rap sessions?

Were the responsibilities of the position more than what you were led to expect?

Was the ESL support specialist helpful?

Are you planning to continue to visit your student(s) on an informal basis?

How could the overall program be improved?

V-FoRSS Volunteers for Refugee Self-Sufficiency

Certificate Of Achievement

This certificate of achievement is awarded to

_____

for

_____

*Awarded this*_____ *day of* _____ *19*_____

_____ _____

V-FoRSS Coordinator State Refugee Program Coordinator

_____

Superintendent

VFoRSS Volunteers for Refugee Self-Sufficiency

NEWSLETTER

Volume 1 No. 4

KEEP 'EM SMILING

A very important factor in any E. S. L. class, whether it is at home or in a classroom, is the atmosphere that the teacher creates. The students must be relaxed enough during the class to feel free to use their English and communicate. This atmosphere can easily be created by using humor in your class activities. Of course, by using humor I don't mean doing a five minute stand-up routine before each class or telling your students the latest one about the priest, the minister, and the rabbi.

Many times, during the course of a class, mistakes are made that can be corrected in a very humorous way instead of simply saying, "NO! That's wrong!" For example:

A very common mistake with all refugees is mixing up the words chicken and kitchen. Many times I have asked the question, "What did you eat for dinner last night?" and have gotten the answer, "Last night, I eat the kitchen," at which point I usually say, in a very surprised voice, "Wow! You must have been very, very hungry. You ate the whole kitchen!" (indicating the table the chairs, the refrigerator, etc.) The student realizes his mistakes very quickly and gets a good laugh in the process.

Another technique is to catch your student off guard with some completely inane statement or question? For example, teaching the expression like to:

_____Do you like to eat rice?	_____Yes, I like to eat rice.
_____Do you like to eat chicken?	_____Yes, I like to eat chicken.
_____Do you like to eat fish?	_____Yes, I like to eat fish.
_____Do you like to eat shoes?	At which point you might very well get the response, "Yes, I like to eat shoes."

Your response to this can be to take off a shoe and offer it to your student; or, if that seems a bit tacky, you could just express great surprise that your student eats shoes. Again, doing it in such a way that

the student knows that you are just being funny. The student will probably realize what he has said and have a good laugh at his mistake.

I believe that there is a little Steve Martin or Jerry Lewis in everybody and you will never have a more receptive audience than your students. You will be surprised how much your students like to laugh at their own mistakes and at your intentional goofs. Knowing that their mistakes can be fun instead of embarassing or "wrong" also permits them to experiment with this new language without fear or inhibition.

--Peter DeCindis

* * *

If you find yourself constantly wondering and asking your students, "Do you understand?" it may be that you are dominating the classtime to the detriment of your students. You should have enough exercises and activities so that you know instantly and continuously what your students are having trouble with and how easily they can handle the material.

The exercises in the Delta text are good, and can often be expanded or repeated. But you will find it difficult to fill the time with just Delta. That is why we have written the Expansion Activities. The Expansion Activities are designed to help you think of additional things, too. Using the Delta text, the Expansion Activities, and your imagination, you will find the students will be actively using the language, rather than parroting--or worse yet--passively listening.

Be patient, but do not be indulgent. You must have expectations of the student that are clearly understood. To give a student an answer rather than allowing the student to work it out for himself is a waste of time for you, and a disservice to the student.

* * *

CHECK LIST: A Teacher's Self-Appraisal

Teaching procedures

Do I prepare a detailed lesson plan for each lesson?

Do I speak less than my students?

Do I provide special lesson materials to meet individual learning differences?

Is imagination used in developing lesson materials?

Do I give credit to my student for what he or she already knows?

Am I working to become versatile in the use of teaching devices (flash cards, visuals, realia, etc.)

HELP WANTED

A young Cambodian woman holds a small crying baby. She appears to be tired and looks confused. Four Americans with a Khmer interpreter approach her and after a few sentences she smiles and leaves with them.

This is a familiar scenario for those of us working at the Refugee program at Catholic Family and Community Services. The agency works to assist Indochinese refugees in the difficult task of adjusting to life in the U.S. Learning a new language, finding an adequate place to live, and getting used to a foreign country all add to the stress of daily living.

One way attempted to combat this dilemma is by the use of American sponsors. A sponsor assists the individual and/or family to adjust to the culture but most of all a sponsor offers friendship amidst a sea of strangers.

There is no legal or financial committment required as a sponsor--just the willingness to share some time and energy.

If you, your group or organization are interested in finding out more about sponsorship call me, Phil Haviland, at 997-6105 and ask for the Refugee Program.

* * *

HAPPY HALLOWE'EN

Hallowe'en provides a great opportunity for a cultural lesson. Your students have surely been exposed to plastic jack-o-lanterns in the stores, but most of them will be unprepared for the onslaught of little ghosts, Darth Vaders, and Wonder Women who will come knocking on their doors on October 31.

In explaining about Hallowe'en, you may want to carve a pumpkin into a jack-o-lantern, all the while talking about what you are doing (cut, scrape, eyes, nose, candle, etc.) or you may want to make some very easy "treats" (slice-and-bake refrigerator cookies, for example), again turning the activity into a lesson. If there are school-age children in your students' family, be sure to tell them about the parties at school. You may want to suggest some ideas for easy-to-make inexpensive costumes for the children.

The most important thing is to prepare the refugees for knocks on their doors and the shouts of "Trick or Treat!"

A CHILD IN FIRE

On November first, at 10:00 a.m. the Vietnamese Buddhist Association is going to show the movie, A Child in Fire, at the Showplace Theatre at 4230 West Bethany Home Road.

A Child in Fire, produced in South Vietnam, depicts the life of a child during the time of war. The movie is in Vietnamese with English subtitles. This is a special opportunity for us to see one of the few movies that was smuggled out of South Vietnam.

The tickets are $3.50 each. Please call V-FoRSS for additional details.

* * *

VOCATIONAL INSTRUCTION FOR LAOTIANS

LINK and V-FoRSS are again combining efforts to provide electronic assembly and vocational English instruction.

The V-FoRSS volunteer, Bounxai Keomany is a graduate of the Maricopa County Skill Center and is currently employeed by Sperry. Michael Lau, one of the volunteer instructors from the previous vocational class, is assisting us as an advisor. As before, Susan Issacs of the Indochinese LINK Program will be teaching vocational English.

There are twenty-five (25) Laotians participating in the class. The classes are held Monday through Thursday evenings with equal time given to electronics skills instruction and vocational English. The course is designed to prepare the student for an entry level position as an electronic assembler.

* * *

A SPECIAL NEED

The Creighton School District currently has over thirty Indochinese children with various levels of English proficiency enrolled in its schools. Unfortunately, there's only one teacher available to teach them English as a Second Language. Consequently, the Creighton School District is in need of volunteers.

The classes are held from 8:30 to 10:30 a.m. at Montevista School located at Osborn and 36th Street. If interested, please contact Christopher Haight, special education coordinator, at 257-2816.

THE NEW AMERICANS

For those who have cable television, KUAT in Tucson will air a series entitled The New Americans on November 23, 24, 26 and 27 and again after the first of the year on Sundays.

The New Americans is a series for children and adults consisting of four half-hour programs about Indochinese culture and history. The following cultures are represented: Vietnamese, Cambodian, Laotian, and the Lao-Hmong from Laos.

The arrival of refugees from Indochina into the United States has created a need for information about the Indochinese which this series explores. The format consists of original music, video magic, dramatic vignettes, cultural demonstrations, and colorful costumes with lively appearances from Cu Hien, the lovable wizard.

The shows are designed to encourage communication, mutual knowledge, and respect between the Indochinese refugees and their new communities, including schools, social service agencies, and health care agencies.

If you enjoy the series, you might give KAET a call or write them a letter asking them to get the series for broadcast up here in the Phoenix area. They listen to their supporters.

* * *

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THE ASIA RECORD

Many of you are interested in Asia--Korea, China, Japan--as well as Indochina. The Asia Record is a monthly newspaper which gives information about Vietnam, Laos, Cambodia, China, Thailand, Japan, Singapore, Korea, Hong Kong, Burma, Malaysia, the Philippines, and Indonesia. You may use this order form to place your own subscription if you would like to have more in-depth coverage of what's happening in Asia.

LETTER TO V-FoRSS

Volunteers, you're wonderful! Together we've done it again! V-FoRSS volunteer, Margaret Hsiao Fisher, has joined LINK staff in providing three levels of classes in the heavily resettled northwest part of the valley. Forty-two (42) new students began classes this week. Upwards of a dozen more are expected to register Friday. Classes meet Monday through Friday mornings at Trinity Lutheran Church and evenings at Mountain View Elementary School.

Two other V-FoRSS volunteers, Sidney Langdon and Kathy Yontz, teach LINK community site classes at Beautiful Savior Church in Tempe. That site has an enrollment of twenty-five (25). Without the commited assistance of V-FoRSS volunteers at some of our community sites, LINK would be unable to offer the needed levels of English. We simply don't have the staff to cover them all.

Thank you, V-FoRSS paid and volunteer staff, for helping LINK carry out an effective community site program.

--Jill Borden
LINK coordinator

ABOUT TUBERCULOSIS

There isn't much chance that you will be exposed to active tuberculosis while you are teaching. Refugees are screened before entering the country, and V-FoRSS will not knowingly assign a volunteer to a refugee with active tuberculosis. There is no danger of contracting the disease unless you are exposed to an active case over a prolonged period.

However, if you have never had a skin test or if you come in daily contact with people from Mexico, Southeast Asia, or other third world countries, you should have a skin test. Skin tests are available for a small fee from the County Health Department.

Most Southeast Asians are infected with tuberculosis in an inactive stage (i.e. they have positive skin tests). Inactive tuberculosis is not contagious. If you yourself are infected (i.e. if you have ever had a positive skin test) you will not increase your chances of activating the disease by being in contact with active TB.

Please let us know if you suspect your students have active tuberculosis, despite the screenings. We will assign you another class, and make sure the students are referred for proper medical attention.

V – FORSS/ABE/PUHSD
415 East Grant Street
Phoenix, Arizona 85004

The 1981 NOBEL PEACE PRIZE was awarded to the United Nations High Commission for Refugees (UNHCR) for their work with the 10,000,000 refugees throughout the world. This is the second time UNHCR has received this award. The last time was for its work with World War II refugees.

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Please send in the attendance record for October by November 5th, 1981. Thank you very much.

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VOLUNTEER RECRUITMENT

TELEVISION AND RADIO COVERAGE

V-FoRSS has issued press releases that have resulted in television, radio, and newspaper coverage.

KOOL Television of Arizona, the local CBS affiliate, taped segments of the first V-FoRSS training session and aired the report on April 27, 1981.

KOOL TV also interviewed a V-FoRSS volunteer and her students, and portions of the sixth training session. The coverage was presented August 1, 1981, on the evening and late night news programs.

KZZP, KBBC, KTAR, KMCR, and KOY radio stations in Phoenix have aired public service announcements broadcasting the need for V-FoRSS volunteers interested in teaching survival English to Indochinese refugees.

ADVERTISEMENTS

Advertisements have been placed in the Arizona Republic, the New Times Weekly, the Pennysaver, community college and university newspapers, and church newsletters.

FLIER DISTRIBUTION

Fliers have been placed at various locations throughout the greater Phoenix area. Some are listed below:

- Community Colleges
- Oriental Markets
- Arizona State University
- Service Providers
- Various Supermarkets
- Volunteer Bureaus
- Grand Canyon College
- Retirement Community Centers